

Curriculum- Kindergarten Social Studies

	History (Nov/ Dec)	Geography (April)	Civics and Government (Jan & May)	Economics (December)
What your child will learn (Guiding Questions)	<ul style="list-style-type: none"> • What can we learn about history through people and artifacts in Pennsylvania? • What can we learn about history through people and artifacts in the United States? • What can we learn about history through people and artifacts in the world? • How can timelines help us understand history? 	<ul style="list-style-type: none"> • How do we use geographic tools to read and understand a map? • How can we use different types of maps to find out specific information? • What are the physical characteristics of different regions/places and how are they affected by physical processes? • How does our local geography affect the region? • How do environmental changes impact people, our community, and the world? 	<ul style="list-style-type: none"> • What are the responsibilities of citizens at home, school, and in their communities? • How do classroom communities work together to resolve conflict? • What are rules and what are the consequences when citizens break the rules of their community? • How can we identify workers in our communities in which we live? 	<ul style="list-style-type: none"> • How do people make choices to meet their wants and needs? • Why is saving money important? How do financial institutions serve people in a community? • How are goods, services, consumers, and producers connected? What products are imported from other countries? How does demand affect price? • What are the roles of money, jobs, and businesses in a community? How does training and pay vary among jobs? • How does scarcity of resources affect communities?
What your child will do	<p style="text-align: center;"><u>Traditions:</u> Identify reasons to celebrate (e.g. birthday, good grades) Share how own family celebrates certain events Compare and contrast celebrations to those of peers Celebrate events or successes in a variety of ways</p> <p style="text-align: center;"><u>Holidays/Ceremonies/ Celebrations</u> Research and identify holidays</p>	<p style="text-align: center;"><u>Geographic Map Tools & Uses:</u> Learn directions (N, S, E, W) around the classroom and on a variety of maps Use a compass rose Locate and read a map key Review and work with a variety of maps/globes</p> <p style="text-align: center;"><u>Physical Characteristics:</u> Locate and identify water/land masses Labels a variety of terrain (hills, valleys, etc.)</p>	<p style="text-align: center;"><u>Responsibilities of Citizens:</u> Model and discuss how to care for the classroom and personal materials Verbalize and model expectations in structured and unstructured situations Build ownership with classroom jobs and responsibilities Practice offering assistance to teacher or peers Support students being up-standers vs. bystanders</p>	<p style="text-align: center;"><u>Differences Between Needs and Wants:</u> Discuss why “needs” are needs-survival and why “wants” are wants. Share how can needs and wants differ between families</p> <p style="text-align: center;"><u>Choices with Money:</u> Discuss the difference between saving vs. spending Create a plan to spend classroom money</p>

	<p>and ceremonies for a particular culture Compare and contrast holidays and ceremonies for two cultures</p> <p><u>Differences in Life Then to Now</u> Identify things that change (e.g. seasons, time) Research and identify change (e.g. local, state) Examine families of the past and compare to families today Give examples of change over time</p> <p><u>Important Americans in our History</u> Research and identify historical Americans</p> <p><u>American Landmarks and their Significance</u> Brainstorm landmarks and their importance Identify monuments/artifacts/landmarks that are celebrated and honored</p>	<p><u>Local Community Climate:</u> Discuss the four seasons and their similarities/differences Give examples of changes over time Determine and monitor weather patterns that occur Discuss how environment changes appear to our senses</p> <p><u>Land Features:</u> Look at maps and visuals to locate land features in our community</p>	<p><u>Rules & Consequences in the Community:</u> Develop a set of classroom rules Have conversations on why rules are in place Discuss natural consequences for not following rules (ex: you may get hurt or hurt someone else)</p> <p><u>Classroom Communities Work Together to Solve Conflict:</u> Develop strategies in conflict resolution strategies Practice problem solving dialogue Enjoy literature which supports positive conflict resolution Engage in class meetings and group decision-making and consensus building</p> <p><u>Workers in the Community:</u> Identify police officers, firemen, and first responders Identify people of authority within the school and home Model community workers (dramatic play/art) Meet community workers who visit the school</p>	<p><u>Market: Goods and Services:</u> “Gamify” classroom economy: Students earn classroom currency to purchase and exchange classroom resources, including weekly discussions: Why did you make that decision? What factors impacted your decision?</p> <p><u>Natural Resources and their Location:</u> Discuss local businesses, farming organizations, and agriculture. Highlight communities:Rural, Suburban, Urban</p> <p><u>Roles, Tasks, and Duties of Jobs:</u> Students research a job that interests them. Students should identify the function of jobs within the community, salary scales (general), time and tasks for jobs and tools used.</p> <p><u>Jobs Help with Needs and Wants:</u> Engage in discussion about jobs and salaries with a critical lens-does hard work always reflect how much money you can make?</p>
<p>What you'll see (Potential sample products)</p>	<p>Digital Activities: Moby Max Seesaw Nearpod Kahoot</p> <p>Inquiry Based Activity: “My Life!” Timeline</p>	<p>Digital Activities: Moby Max Seesaw Nearpod Kahoot</p> <p>Inquiry Based Activity: Map Project (Connection to Wonders)</p>	<p>Digital Activities: Moby Max Seesaw Nearpod Kahoot</p> <p>Inquiry Based Activity: Classroom Rules Activity (Pledge, promise, or contract)</p>	<p>Digital Activities: Moby Max Seesaw Nearpod Kahoot</p> <p>Inquiry Based Activity:Classroom scavenger hunt of wants and needs.</p>

	<p>Class Collaborative Discussions</p>	<p>Class Collaborative Discussions</p>	<p>Class Collaborative Discussions</p>	<p>Students create a mini community within the classroom, selecting jobs: identify roles based on terminology: goods, services, consumers, and producers. Present an advertisement from a newspaper, magazine, etc. Determine what it wants you to buy, is it a need?want? Interview a relative: How have they earned money as a child? Grown up? Create saving plan for a need/want</p>
<p>How you can help</p>	<ul style="list-style-type: none"> • Talk with your child about traditions, holidays, or ceremonies that your family is a part of. Are there differences in how you celebrate now compared to your ancestors? • Share pictures and memories and discuss these things in relation to time/sequence. • Read together highlighting influential Americans from past to present and American landmarks that are significant. 	<ul style="list-style-type: none"> • Use directional vocabulary when traveling and allow your child to look at maps with you/GPS. • Use car rides as an opportunity to spot land characteristics. • Ask your child what they notice about different areas and their features? Are there advantages and disadvantages to those characteristics? • Read together highlighting any changes that impact people, the community, or the world. 	<ul style="list-style-type: none"> • Review school rules and their importance. • Discuss times where working together happens in your home, community, etc. Why happens when a conflict arises? How does it get solved? • Point out rules and safety implications when you are out in the community (i.e. crosswalks, speed limit signs) 	<ul style="list-style-type: none"> • Discuss wants/needs during decision making at home to apply real life scenarios. • How does saving and spending impact you? Your family? • Use opportunities in stores to discuss finances. Decision making when buying. How much things cost and why?